



**GENERAL COMMENTS**

Students were generally able to respond to the practical elements of the examination, but need to concentrate more on some of the theoretical aspects of the VET Furnishing program.

In the Section A – Multiple-choice questions, students who had revised their work carefully generally achieved excellent results. A suggested approach to this section is for students to read all of the questions, answer the ones they are sure of and revisit the others later.

When completing the examination, students should:

- read the instructions more carefully. Some students did not read the key words in the questions, and therefore did not answer all parts of the question
- make full use of the examination insert
- make full use of the blank sections for completing draft work
- perhaps draw and/or write on diagrams on the question pages if this assists them in working out their answers.

Students generally gave good responses to the short answer questions. On the whole, students were successful in expanding their responses to include the required amount of detail in order to achieve good results.

In Section C, most students were able to grasp the concepts proposed and to apply the knowledge they had gained during the year. Although students might not have experienced the exact nature of the scenarios provided, they should still have been able to respond to the questions by applying the skills they had acquired in their work throughout the year. To approach items such as these successfully, students are encouraged to imagine themselves in their real work environment.

**SPECIFIC COMMENTS**

**Section A – Multiple-choice questions**

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	% No Answer
1	10	63	8	19	0
2	14	3	5	77	0
3	12	69	6	14	0
4	12	69	16	3	0
5	27	5	7	61	1
6	39	17	13	30	1
7	1	0	92	7	0
8	5	2	10	82	1
9	32	56	6	7	0
10	1	8	8	81	1
11	16	54	26	3	1
12	59	12	3	25	1
13	3	8	37	52	0
14	5	1	89	5	0
15	2	1	95	1	0
16	40	39	10	10	0
17	31	3	56	10	0
18	3	1	6	90	1
19	69	3	12	16	0
20	1	7	10	82	0



In this section, students who had carefully revised their work seemed to produce excellent results. Unfortunately, however, some students seemed to miss the key words in some questions, thereby overlooking key details, and chose the incorrect answer.

## Section B – Short answer questions

In this section, a number of students struggled with the basic mathematical concepts needed to calculate costs related to materials and the sizes required. Students could improve their efforts in this area by practising items from previous examination papers and referring to the VCAA Assessment Reports.

### Question 1

Marks	0	1	2	3	4	Average
%	15	2	1	1	81	3.3

1. Wood fibers from plantation timber (eucalyptus or radiata pine)
2. Wax emulsion/paraffin wax
3. Urea Formaldehyde Resin
4. Melamine Urea Formaldehyde Resin

Students generally achieved good results for this question. However, it was clear from the responses provided that some students neglected to address the key word 'four' and did not give enough responses.

### Question 2

Marks	0	1	2	3	4	Average
%	6	3	27	36	28	2.8

1. A dust mask/effective breathing apparatus/respirator (one of these)
2. Safety glasses/protective glasses
3. Comfortable clothing, long shirt sleeves and trousers (all of these)
4. Comfortable gloves, regulation work boots (both of these)

This question was generally completed successfully.

### Question 3

Marks	0	1	2	3	4	Average
%	28	6	30	3	33	2.1

Safety Operating Procedure (SOP)

- Purpose: attached or near machinery to describe how to use safely

Full-size set out

- Purpose: describes how to make a piece of furniture, joints used, hidden detail, overhangs, mouldings to be used, shapes, etc.

Other acceptable responses included:

- cutting list
- MDS
- production or work plan
- assembly instruction
- scale drawing
- installation instructions
- delivery notes.

This question was well completed by most students.

### Question 4

Marks	0	1	2	3	4	Average
%	19	33	34	12	2	1.5

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Accepted answers included:

- check for parallel – the two measurements should be the same if the job is square
- straight (components are on the same plane)
- twist and wind
- equal diagonal measurements; for example, front legs and rail of chair made during the course of work/from corner to corner.

## Question 5

Marks	0	1	2	3	4	Average
%	35	29	21	11	4	1.2

- Gather glue, dowels, biscuits, cramping blocks and sash clamps, and check all components.
- Collect all assembly instructions.
- Clear and clean the work area prior to assembly.
- Gather appropriate tools (mallet, hammer, water and rag to wash excess glue, etc.).

Some students did not address all parts of the question or only answered part of the question correctly. Other students seemed to have the correct information, but neglected to order their response correctly.

## Question 6

Marks	0	1	2	Average
%	14	20	66	1.5

Any two of:

- screwdriver (Philips, Posidriv or slotted)
- allen key set
- mallet or hammer to insert dowels.

This question was generally answered successfully; however, some students neglected to address all the information in the diagram and were therefore unable to attain full marks.

## Question 7

Marks	0	1	2	Average
%	53	20	27	0.8

$$0.674 \times 2 = 1.348 \times 13 = 17.524$$

$$0.420 \times 1 = 0.420 \times 13 = 5.460$$

$$\begin{array}{r} \text{-----} \\ 22.984 \end{array}$$

$$\text{Add 15\% for waste: } 22.984/1 \times 115/100 = 26.4316$$

Total: 26.432 lineal metres

One mark was allocated for the correct answer, and the second mark for the calculation.

Many students had difficulty with basic arithmetic. Students are encouraged to revise their times tables and basic arithmetic as these are essential to prevent taking incorrect measurements when making projects.

## Question 8a.

Marks	0	1	2	Average
%	19	61	20	1.0

- Check that the electrical safety tag is current/check the lead and on-off switch.
- Check that the power cords are safe; for example, not lying in water; tool cord not damaged, cut, loose or frayed; check electrical hazards.

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## Question 8b.

Marks	0	1	2	Average
%	16	51	33	<b>1.2</b>

- Unplug the tool from the air hose or line.
- Open the magazine and remove all staples.
- Dislodge the jammed staple.
- Reload the gun.
- Test for successful operation safely.

Most students were successful in responding to this question. It seems evident that many schools focused correctly on safety issues.

## Question 9

Marks	0	1	2	Average
%	55	26	19	<b>0.7</b>

- Check the title block to verify the appropriate name and details are correct/verify the correct job name.
- Check the drawing/plan's version number/check the latest job version.

This question presented a dilemma for a number of students. It seems evident from the two extremes of student responses that some schools had not focused on the relevant competency of workplace documents (Read and Interpret Work Documents).

## Question 10

Marks	0	1	2	Average
%	35	52	13	<b>0.8</b>

- They should be recorded in a client log.
- They should be countersigned by both the manufacturer and the customer.

This question was not answered well by a number of students.

## Question 11

Marks	0	1	Average
%	10	90	<b>0.9</b>

Either of:

- store on the hard drive of a computer for future use with slight alterations to save time
- file for future use (they can be used for comparisons with similar projects/improvement processes).

This question was very well completed by most students.

## Question 12

Marks	0	1	Average
%	75	25	<b>0.3</b>

Leg and rail construction

## Question 13

Marks	0	1	2	3	Average
%	37	27	20	15	<b>1.2</b>

- Steam out the dent using a hot iron and wet rag.
- Fill any damaged areas with matching putty or wax.
- Sand the whole top to resurface the grain so no dents are visible.

Students seemed to demonstrate a sound understanding of this area. A small number of students, however, did not answer this question correctly; some students suggested using belt sanders to complete the project.

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## Question 14

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Average</b>
<b>%</b>	32	49	19	

It measures the dose in decibels over an extended period of time.

## Question 15

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>Average</b>
<b>%</b>	56	44	

The grit used should be a fine one – starting at 180 and up to 240 to 280 or 320.

## Question 16

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Average</b>
<b>%</b>	12	14	30	25	18	

- Machine the timber and mark out and cut the components to size, including any shaped pieces.
- Drill for dowels and/or construct mortise and tenon joints and do a 'dry run' to check fit/accuracy.
- Sand the components and glue and assemble in several stages.
- Fit the corner blocks for strengths, fit the seat and clean up ready for polishing.

Many students seemed to experience problems reading work plans. Students need to practise the skill of compiling an appropriate work plan that is applicable to the project being constructed.

## Question 17

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Average</b>
<b>%</b>	40	6	16	19	14	3	1	

<b>Task</b>	<b>Tool/Equipment/Information</b>
Step 1 <ul style="list-style-type: none"> <li>• Check all components to match plans</li> </ul>	<ul style="list-style-type: none"> <li>• All dowel pins, cams, nails and screws, drawers and slides</li> <li>• Assembly instructions</li> <li>• Tape measure, metre rule</li> <li>• Hardware check list</li> </ul>
Step 2 <ul style="list-style-type: none"> <li>• Clear and clean the assembly area</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the assembly instructions</li> <li>• Read and check hardware list and understand each piece of hardware</li> </ul>
Step 3 <ul style="list-style-type: none"> <li>• Assemble the carcass</li> <li>• Fit the ply back</li> <li>• Check for square</li> </ul>	<ul style="list-style-type: none"> <li>• Posidriv screwdriver</li> <li>• Tape measure</li> <li>• Hammer, 20 mm flathead nails</li> </ul>
Step 4 <ul style="list-style-type: none"> <li>• Assemble the three drawers</li> <li>• Fit and fix drawer bottoms</li> <li>• Fix drawer slides to carcass and drawers</li> </ul>	<ul style="list-style-type: none"> <li>• Pozidriv screwdriver</li> <li>• Tape measure</li> <li>• Assembly instructions</li> <li>• Relevant hardware/fixings</li> </ul>
Step 5 <ul style="list-style-type: none"> <li>• Fit drawer fronts</li> <li>• Drill for handles</li> </ul>	<ul style="list-style-type: none"> <li>• Posidriv screwdriver or bit attached to power drill</li> <li>• Drill bit for thread hole for handle screws, etc.</li> </ul>
Step 6 <ul style="list-style-type: none"> <li>• Attach handles</li> <li>• Adjust clearances for drawer fronts</li> <li>• Check drawer operation</li> <li>• Check for damage</li> <li>• Final quality inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Posidriv screwdriver</li> <li>• Screws for handles</li> <li>• Tape measure, rule</li> <li>• Battery drill and drill bits</li> <li>• Checklist for assembly</li> </ul>

This question presented students with similar issues as those in Question 16.

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## Section C – Case Study

### Question 1

Marks	0	1	2	3	4	5	6	7	8	Average
%	7	2	3	3	12	6	17	25	20	5.8

There was a typographical error in the cutting list: Item E should have read: *Number of pieces – 2*, not *Number of pieces – 1*. As a result, answers that used either numbers of pieces in the equation were accepted. Nevertheless, most students were aware of this anomaly and answered the question correctly.

### Question 2a.

Marks	0	1	2	Average
%	45	34	20	0.8

Any two of:

- back leg
- curved back rail × 2
- corner blocks.

### Question 2b.

Marks	0	1	2	3	Average
%	64	16	14	7	0.7

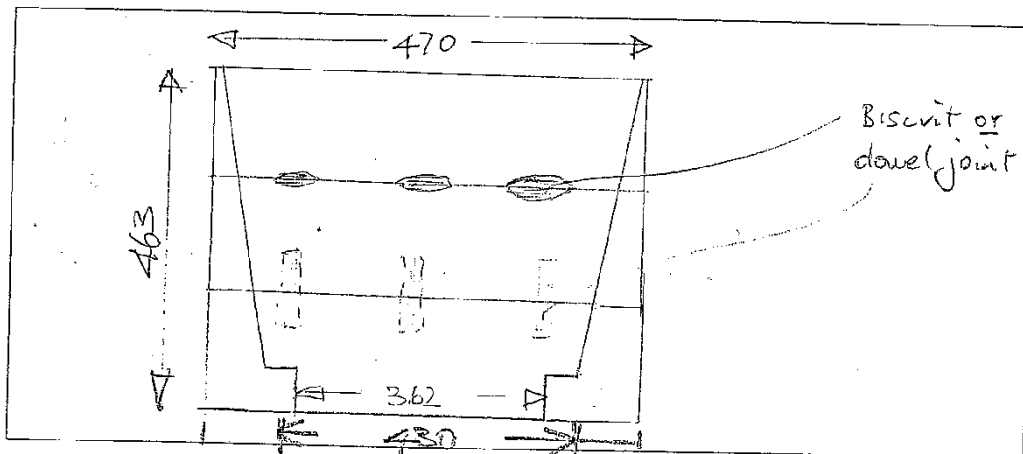
If 2 side rails then  $.384 + .362 + .370 + .370 + 1.486 \times 6 = 8.916 \times 4.25 = \$37.89$

If 1 side rail then  $.384 + .362 + .370 = 1.116 \times 6 = 6.696 \times 4.25 = 31.458 = \$31.46$

A lack of basic knowledge of calculations presented problems for some students.

### Question 2c.

Marks	0	1	2	3	4	5	6	7	Average
%	38	4	15	10	15	11	7	0	2.3



### Question 2d.

Marks	0	1	2	3	4	Average
%	83	8	6	1	2	0.3

$$470 \text{ mm} + 30 \text{ mm} = 500 \text{ mm}$$

$$500 \text{ mm} \times 3 = 1.500 \text{ m per seat}$$

$$1.500 \text{ m (per seat)} \times \$8.70 = \$13.05 \text{ (cost per seat)}$$

$$\$13.05 \text{ (cost per seat)} \times 6 = \$78.30$$

Cost of timber for seat of six seats: \$78.30

Total cost \$78.30

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Students need to practise items from previous examination papers to ensure they are able to answer this kind of question.

### Question 3

Marks	0	1	2	3	4	Average
%	8	5	23	30	35	2.8

Hand/power tool	How each tool was used/parts of chair
Drill press	Dowel holes in legs
Horizontal borer	Dowel holes in rails
Orbital sander	Finishing/sanding all components of chair after construction
Biscuit Jointer	Widening joints in seats